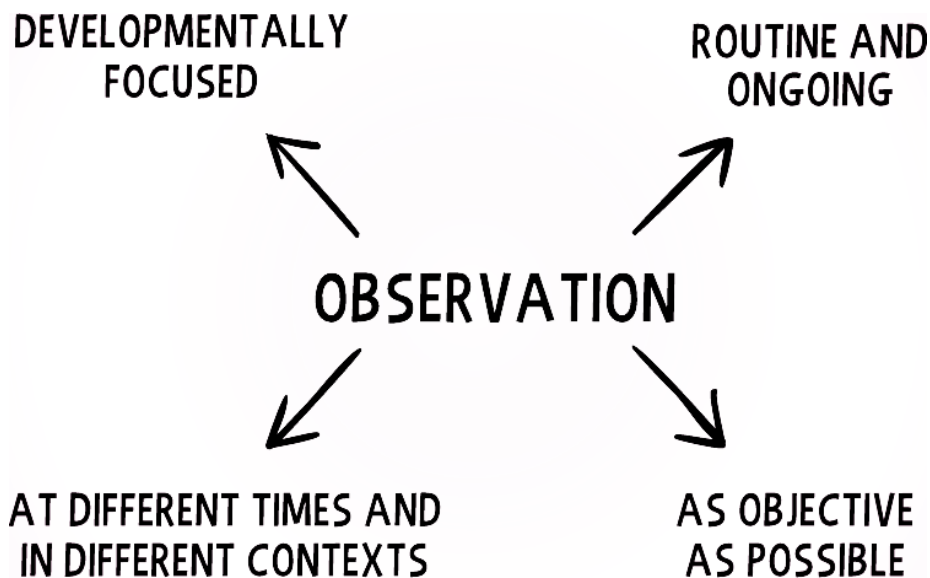


Using Observation and Documentation: ***Observing with Purpose***

**WHAT'S IN THIS PD2GO PACK?**

Teachers/providers watch children every day. Observation with purpose and focus gives them a tool to understand children's interests, needs, and developmental progress. In this pack, we explore key strategies for observing young children.

**Your Participants Will...**  
use observation to understand children's developmental progress in different domains and to learn about children's interests, preferences, and needs.



**SUPPORTING MATERIALS**

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on *Observing with Purpose*, including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

## HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### Presentation Information

*Text written in italics is meant to be spoken out loud during the course of the presentation.*

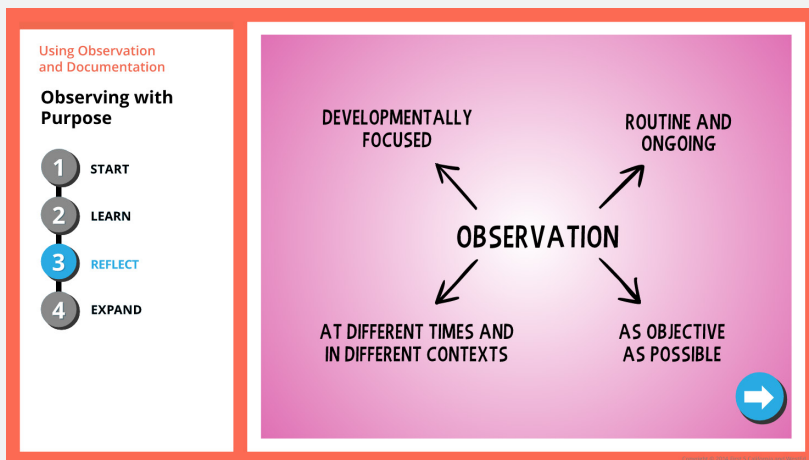
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

#### Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



### DOWNLOADABLE MATERIALS

#### In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

#### In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.





### EXPANDING ON THIS PD2GO PACK

This presentation on *Observing with Purpose* can be used individually or in conjunction with related packs in the bundle, *For the Record*, *Interpreting Observations*, and *Organizing for Assessment*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

### MATERIALS




In this pack, you will find:

[Download all \(4.3 MB\)](#)

-  [Facilitator's Guide \(4.3 MB\)](#)  
Everything you need to facilitate this PD2GO presentation on Observing with Purpose, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)  
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout: Observing with Purpose \(300 KB\)](#)
-  [Handout: Observation in Action \(340 KB\)](#)

In this bundle, you will find:

[Download all \(830 KB\)](#)


- Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
-  [Digging Deeper \(730 KB\)](#)
  -  [Family Connections \(170 KB\)](#)
  -  [Resource Links \(160 KB\)](#)

**STEP 1:**  
**START**



**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**

Step 1



Let's observe a softball pitcher.

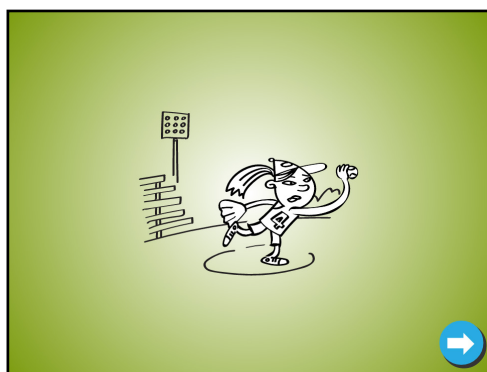



[3 min]



**Step 1 - Start**

**Facilitator:** *Let's observe a softball pitcher. Watch the softball pitcher closely, and remember what you can about her behavior.*

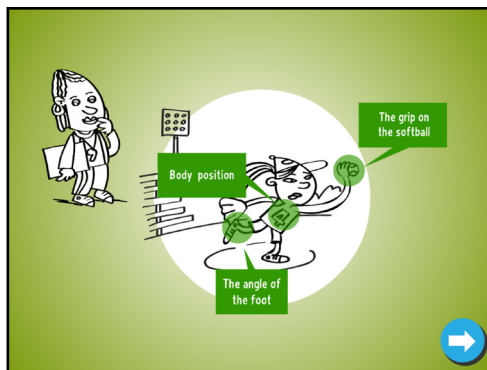


Pause to give participants a moment to observe.

**Facilitator:** *What do you notice about the pitcher?*



Pause for responses from the group.



**Facilitator:** *Perla is a softball coach. Here's what she observes:*

- *The pitcher's body position and initial stance*
- *The pitcher's grip on the softball*
- *The push off the pitching rubber*
- *The angle and direction of the lead foot*
- *The downswing of the pitch*

*What is the difference between your observations of the pitcher and Perla's observations?*



Invite participants to respond. Possible responses include:

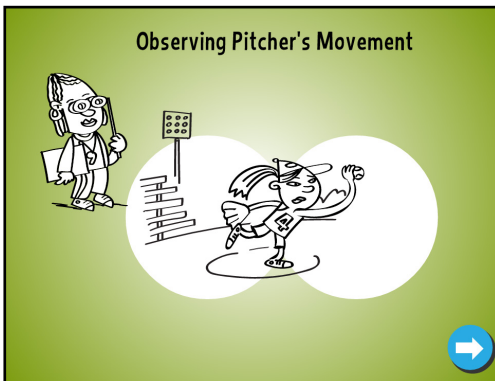
- As a coach, Perla knows what to look for.
- Perla is more specific in her observations.
- Perla is an expert in softball pitching.
- Perla is looking with purpose.



**STEP 1: Continued**  
**START**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**



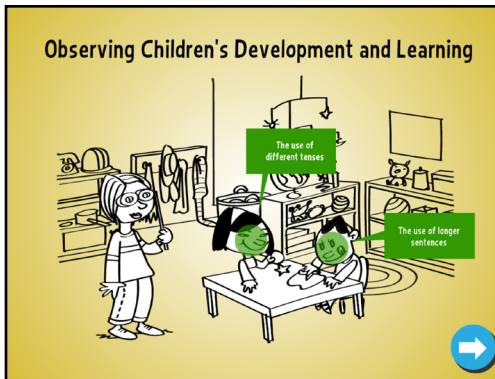
**Facilitator:** *Perla uses an expert coaching lens to make observations. She has trained her eye to know what to look for and to pay attention to nuances in behavior around playing softball.*



**Facilitator:** *Much like Perla, early childhood teachers/providers look for details that are important for their area of expertise—the understanding of children's behavior and developmental pathways.*





**Facilitator:** *For example, several things may be important to look for when observing a child's language development during a particular age period.*













- Facilitator:**
- *The use of different tenses*
  - *A child's ability to use longer sentences*
  - *A child's use of descriptive language*



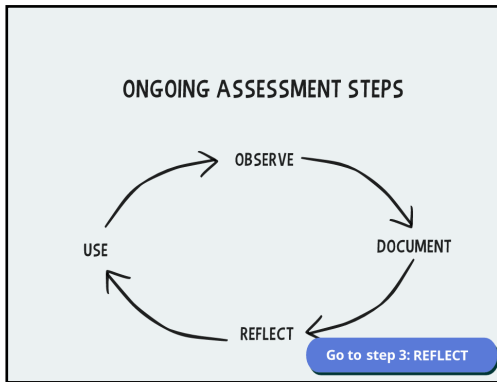
**STEP 1:** *Continued*  
**START**

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 2px solid red; padding: 10px; text-align: center;">  <p><b>When we observe, we look for specific information with an expert eye.</b></p>  <p style="background-color: #4a7ebb; color: white; padding: 2px 5px; display: inline-block; border-radius: 10px;">Go to step 2: LEARN</p> </div>	<p><b>Facilitator:</b> <i>When we observe, we look for specific information with an expert eye.</i></p>

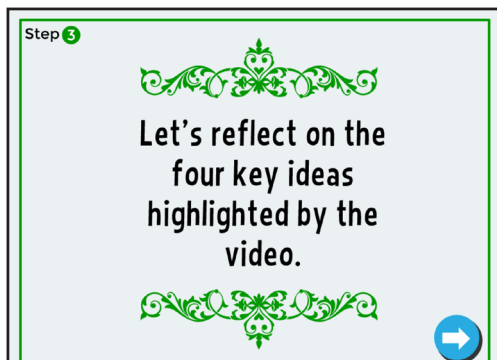

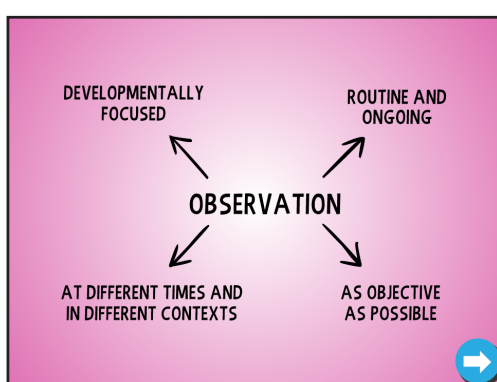


**STEP 2:**  
**LEARN**

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 2px solid green; padding: 10px;"> <p>Step 2</p>  <p><b>Let's learn more about observing children in an early childhood setting.</b></p>   </div>	<p>[5 min]  <b>Step 2 - Learn</b></p> <p> Pass out the handout.   <b>"Observing with Purpose"</b></p> <p><b>Facilitator:</b> <i>Let's learn more about observing children in an early childhood setting. Refer to the handout to follow along with the main points of the video.</i></p>
<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Observing with Purpose</b></p>  <p><b>Play Video</b></p> <p style="font-size: small; margin-top: 10px;">The video in this step lasts 4 minutes and 47 seconds.                      Before viewing the video in this step, check that your speakers are turned on or plugged in with the volume appropriately adjusted. Also keep in mind that the video is designed to play through to the end of this step without interruption. If you click on the "Play" button unintentionally, you cannot pause the video midway through. The only way to restart the video and audio together is to refresh your browser and start the pack presentation again.</p> </div>	<p> </p> <p>The video in this step lasts 4 minutes and 47 seconds.</p> <p>Before viewing the video in this step, check that your speakers are turned on or plugged in with the volume appropriately adjusted. Also keep in mind that the video is designed to play through to the end of this step without interruption. If you click on the "Play" button unintentionally, you cannot pause the video midway through. The only way to restart the video and audio together is to refresh your browser and start the pack presentation again.</p> <p></p>

## STEP 2: *Continued* LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	

## STEP 3: REFLECT

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<p>Step 3</p> 	<p>[4 min]  <b>Step 3 - Reflect</b></p> <p><b>Facilitator:</b> <i>Let's reflect on the four key ideas highlighted by the video.</i></p>
	<p></p> <p></p> <p>Use the following questions to discuss the main ideas from the video. Participants may refer to the “Observing with Purpose” handout as a reminder of the key ideas.</p> <ul style="list-style-type: none"> <li>■ Why is it important for teachers/providers to keep a developmental focus while observing?</li> <li>■ What are the benefits of making observations part of a daily routine?</li> <li>■ There are three types of windows of opportunity to observe: spontaneous, targeted, and prompted. How do</li> </ul>



**STEP 3:**  
**REFLECT**

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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they differ? How can teachers/ providers use different windows of opportunity to gain a comprehensive understanding of children?

- Why is it important to keep observations as objective as possible?



**Optional Activity:** The following activity illustrates how the four key elements of observation come to life as Juana, the teacher, observes a child.

Pass out the "Observation in Action" handout, and ask for two volunteers to read the dialogue aloud from the vignette script, "Observing Miguel in the Dramatic Play Area." Read the narration as the volunteers move through the dialogue. After the script is read, discuss the following questions with the group:

- What aspects of Miguel's language skills did Juana observe?
- How did Juana observe Miguel as part of her daily routine?
- What other windows of opportunity (spontaneous, targeted, or prompted) can Juana use to observe Miguel's language skills? In what other contexts? During what other times of the day?
- What did Juana do to make this observation objective? What else might she have done?



**Facilitator:** *It is important to weave developmentally focused observation into daily routines.*



**It is important to weave developmentally focused observation into daily routines.**



[Go to step 4: EXPAND](#)

**STEP 4:**  
**EXPAND**

**PRESENTATION SEQUENCE**

**FACILITATOR'S NOTES**


Step 4




**Think about your own observation skills.**




**PLAN YOUR NEXT OBSERVATION**



- What will be the developmental focus?
- When in the day?
- What biases might you have?




**Observation is a powerful tool for understanding children's interests, needs, and developmental progress.**




[3 min]



**Step 4 - Expand**

**Facilitator:** *Think about how to focus and practice your own observation skills.*



**Facilitator:** *Identify a specific child or a group of children for observation.*

- *What will be the developmental focus for this observation?*
- *When in the day can you observe this behavior?*
- *What biases might you have that could influence how you observe this behavior? What might you do to be more objective as you observe?*

*Spend a few minutes thinking through and writing down your plan.*



Give participants a few moments to plan their observations.



**Facilitator:** *Observation is a powerful tool for understanding children's interests, needs, and developmental progress. It is an important part of your ongoing efforts to document and support each child's learning.*



## THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

California Department of Education. (2012). *California infant/toddler curriculum framework*. Sacramento, CA: Author.

Dichtelmiller, M. L. (2011). *The power of assessment: Transforming teaching and learning*. Washington, DC: Teaching Strategies, Inc.

Early Head Start National Resource Center. (2013). *Observation: The heart of individualizing responsive care* (Technical Assistance Paper No. 15). Washington, DC: Office of Head Start. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-15-observation.pdf>

Jablon, J., Dombro, A. L., & Dichtelmiller, M. L. (2011). *The power of observation: Birth to age 8* (2nd ed.). Washington, DC: Teaching Strategies, Inc.